

Unit 7

Period 20

Television

Teacher's Guide

Vocab:

MC, remote control, weather forecast, animal programme, sports programme, game show, fashion programme, cartoon, news programme, national television, local television, ...

Structure:

1. What's your favourite TV programme?
- My favourite TV programme is
2. What channel is it on? – It's on ...
3. What time does it broadcast? – It's at...on...
4.

Objectives:

- To pronounce correctly the sounds /θ/ - /ð/ in isolation and in context.
- To identify some TV programmes, people and things.
- To ask and answer questions about TV programmes.
- To listen to get information about advantages and disadvantages of television.



NEW WORDS

Fill in the blanks. Listen and repeat.

- Have students work in pairs to match pictures with the suitable words in the box.
- Set a 3-min time limit.
- Write numbers 1 to 14 on the board.
- Invite some students to give their answers and ask the TA to write their answers on the board.
- Check the correct answers.
- **KEY:** 1. G 2. F 3. D 4. J 5. K 6. E 7. C
 8. H 9. A 10. I 11. B 12. L 13. O 14. M
- Have students repeat these words.
- **NOTE:** *Students have learnt all of these words with the school teachers, so you needn't spend much time explaining the meanings of these words. However, you should spend time checking student's pronunciation.*



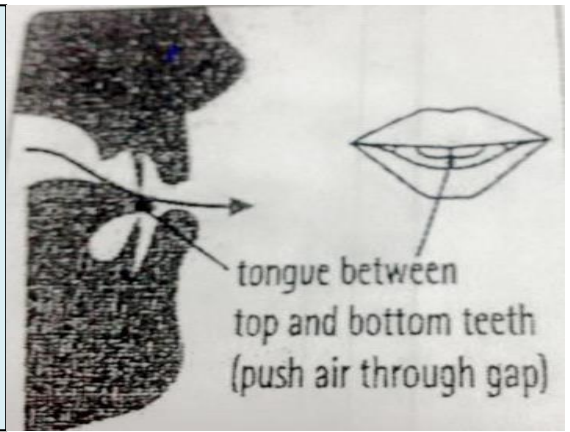
PRONUNCIATION

a. Focus on the /θ/ and /ð/ sound.S

- Explain how to make the /θ/ and /ð/ sound.
- **NOTE:** Most Vietnamese students mispronounce these sounds, so try to spend time explaining how to pronounce these sounds correctly and tell them the difference between them.

- **Notice** that in /θ/ (voiceless) there is no voice (no vibration) from the throat. Instead, you can feel the air from your mouth on your hand. In the sound /ð/ (voiced) there is voice (vibration) from the throat. You can't feel any air from your mouth on your hand.

- Put the tongue between the top and bottom teeth.
- Push the tip of the tongue behind the upper teeth.



b. Listen to the words and focus on the underlined letters.

/θ/ thin thank thirsty

/ð/ the this these

- Have students listen to all the words in the table.
- You can ask students to repeat chorally then individually.

c. Listen and repeat.

- Pronounce the words below or play the recording.
- Divide the class into 4 teams and get them to repeat.

d. Read the words with the correct sound to a partner.



PRACTICE

1. Martha Smith's an author and an athlete.
2. My father and mother live together with my other brother.

- Have students practice reading aloud the tongue twisters.
- You can read first, and then students repeat.



LISTENING

a. Listen to the talk about television and circle the main idea of the talk.

- Have students listen to a talk about television and circle the main idea of the talk.
- Read the talk with medium speed ONLY ONCE.
- Check the correct answer. **(D)**
- **Tape script:**

Do you like watching TV? How do you feel about it? In my opinion, television has both advantages and disadvantages. Television **helps** us learn more about the world. However, it can make us passive. We can become **lazy** easily because we don't have to **think**. Moreover, some television **programmes** may make people **violent**. But we can't deny that we can **relax** after a long day of working by watching TV.

b. Listen again and fill in the blanks with the missing words.

- Have students listen to the talk about the advantages and disadvantages of television again

and fill in the blanks with the missing words. Tell students that they can listen TWICE.

- Read the listening script with your NORMAL VOICE – TWICE - Speak as if you were a newsreader – i.e. clearly but NOT unnaturally slowly.
 - Write numbers 1 to 6 on the board.
 - Invite some students to give their answers. Ask the TA to write their answers on the board.
 - Check the correct answers.
 - **KEY:** **1. helps** **2. lazy** **3. think** **4. programmes** **5. violent** **6. relax**
- c. Now read the 4 sentences above and tick the appropriate box: A (for the advantages) or D (for the disadvantages).**
- Ask students to read the 4 sentences and tick ✓ the appropriate box: A (for the advantages) or D (for the disadvantages).
 - Set a 1-min time limit.
 - Write numbers 1 to 4 on the board.
 - Invite some students to give their answers.
 - Check the correct answers.
 - **KEY:** **1. A** **2. D** **3. D** **4. A**



SPEAKING

Here are two programmes. Take turns asking and answering.

- Have students continue to work in pairs to practice asking and answering questions about two programmes.
- Set a 5-min time limit.
- Go around the class with the TA to help students if they need.
- Invite some pairs to present to the class.
- Give feedback.

Talk about it!

- Explain how to describe your favourite TV programme, using the suggestions.
- Have students look at the clues.
- Set a 5-min time limit for students to take notes.
- Invite students to present their ideas.
- Give feedback.



That's cool

- Expand student's knowledge by giving a fun fact about television.
- Invite students to give their ideas.